

KS2

According to the Tower Hamlets SACRE, the principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Therefore, students should arrive in Year 7 having looked at beliefs and practices within Christianity, Islam, Hinduism and Judaism. Pupils may also have encountered other religions and worldviews. They should have knowledge, skills and understanding of religion through learning about these faiths.

The expected outcomes by the end of Key Stage 2 are as follows:

End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

	Intent for the year:	Units of study:	Duration:	Assessment:
Year 7	<p>The Year 7 curriculum explores key beliefs and practices that are unique to the six major world faiths and why they are important to these specific religious groups. Building on the knowledge pupils bring from Key Stage 2, in Year 7 they will encounter major world religions from different angles, examining the varied beliefs and encountering inspiring leaders. The description, observation and discussion skills already formed at KS2 will be developed, and students will be asked to begin analysing religion, and forming and expressing their opinions both verbally and in longer form writing.</p> <p>By the end of Year 7, students will be able to identify key features of the six main world religions and explain their significance, explore beliefs and recognize similarities and differences within and between different faiths. They will be able to see the world from a variety of different perspectives and enter into meaningful discussions about religion with accuracy tolerance and diplomacy. Year 7 sees a focus on three key areas of study; Beliefs and Values, Founders and Leaders and 'How Jesus inspires Christian activism today?'. Both Beliefs and Values, Founders and Leaders will be explored in relation to the Abrahamic and Eastern faiths. Pupils will understand the significance of religious rules such as The Ten Commandments and The</p>	<p>1) <i>Beliefs and Values</i> - <i>Existence of God- Atheism/agnosticism/ theism</i> - <i>Christianity- Trinity/Resurrection of Jesus</i> - <i>Islam- Tawhid/Shirk/ five pillars of Islam</i> - <i>Judaism- Mezuzah/Shema</i> - <i>Sikhism-Three rules to live by</i> - <i>Hinduism-Hindu beliefs about God</i> - <i>Buddhism</i></p> <p>2) <i>Founders and Leaders</i> - <i>Muhammed</i> - <i>Jesus</i> - <i>Moses</i> - <i>Gandhi</i> - <i>Siddhartha Gautama</i> - <i>Guru Nanak</i></p> <p>3) <i>How does Jesus inspire Christian activism today?</i> - <i>Introduction to Christian activism</i> - <i>Church in Latin America</i> - <i>How does the example of Jesus inspire Christian feminism?</i> - <i>Was Jesus black? And does it matter?</i></p>	<p>Sept - December (Autumn)</p> <p>January - March (Spring)</p> <p>April-July (Summer)</p>	<ol style="list-style-type: none"> 1. Beliefs and Values 2. Founders and Leaders 3. Founders and Leaders 4. Jesus 5. Jesus <p>Short recall questions, multiple choice and explanation paragraphs</p>

	Five Pillars of Islam and their lasting importance in contemporary society. In the summer term, students will explore the topic 'How Jesus inspires Christian activism today?' This unit has been embedded to develop students' thinking and questioning skills. Through the teaching of stewardship, pupils will develop care and respect for each other and the world in which they live. The teaching of the Golden Rule which is upheld by all religions, and other religious stories and parables will instil and reinforce the qualities of kindness and tolerance and support the need for equality for all.	(Autumn)		
Year 8	Students in Year 8 will study one unit on rites of passage which explores birth, initiation rituals, marriage and funerals in relation to the six major world religions. This unit of study will enable students to create links between religions and identify areas of similarities and differences. Students will explore the unit of Ethics and Morality which has been incorporated into the Year 8 schemes of learning to help develop student's confidence in becoming courageous advocates, challenging injustice and suffering in the world and through personal experience, fostering empathy and tolerance within a diverse world. The unit on Ethics and Morality gives learners a glimpse of what A-level RS has to offer. In the summer term, students in Year 8 take part in a creative project where they can use; drawing,	<p>1) <i>Rites of Passage</i> -Birth and marriage and rituals in accordance with the six major world religions -Brit Milah/Baptism/Aqiqah/Sacred Thread Ceremony</p> <p>2) <i>Ethics and Morality</i> What is a moral dilemma? Exploration of the concept of morality Religious ethics Capital Punishment</p> <p>3) <i>Is death the end?</i> -Exploration of what happens when a person dies</p>	Sept - December	<p>1. Birth Rituals - Short recall questions, multiple choice and explanation paragraphs</p> <p>2. Marriage/Death rituals - Short recall questions, multiple choice and explanation paragraphs</p> <p>3. Ethics and morality - Short recall questions, multiple choice and explanation paragraphs</p>
			Jan-Feb	
			Feb-April	<p>3. Is death the End? Written speech on whether there is life after death</p>

	<p>painting, art, video, sculpture, or other media to create an entry from a list of themes provided by NATRE. This is a nationwide project for schools around the country to take part in.</p>	<p><i>-Religious and non-religious views about life after death</i> <i>Near-to-death experience</i> <i>-Is there such thing as a soul?</i> <i>-Journey of life</i></p> <p><i>4)Religion and Justice</i> <i>Human rights</i> <i>Fair/Just</i> <i>Prejudice and Discrimination</i></p>	<p>April-July</p>	<p>5. NATRE-Spirited Arts-Creative artwork competition based on a Theme.</p>
Year 9	<p>Students in Year 9 begin the year by further engaging with Philosophy through a module entitled 'Does God Exist?'. This module encompasses some of the most powerful arguments for the existence of God, and the responses to them. This gives a further taste of the A-Level and enables students to develop critical thinking and analytical skills by through justifying their beliefs. Students are introduced to key terms relating to God and are presented with the concepts of omnipresence, transcendence and immanence. They then move to the Cosmological argument for the existence of God, followed by the Design Argument. Students will then look at the nature of Religious Experience examining what it means to have a Religious Experience and evaluating whether the veracity of those claims can be verified. The unit finishes by encountering the concept of miracles, and</p>	<p><i>1) 'Does God Exist?'</i> <i>-Key terms</i> <i>-Cosmological Argument</i> <i>-Design Argument</i> <i>-Religious Experience</i> <i>-Miracles</i></p> <p><i>2) Alternative Religions</i> <i>-Rastafarianism</i> <i>-Mormonism</i> <i>-The Amish</i> <i>-Jehovah's Witnesses</i> <i>-Hasidic Judaism</i></p> <p><i>3) Islam Beliefs</i> <i>-Six beliefs/five roots of Usul ad Din</i> <i>-Tawhid</i> <i>-Malaikah</i> <i>-Prophets</i></p>	<p>Sept-Dec</p> <p>Jan-April</p> <p>May - July</p>	<p>1. 'Does God Exist?' Short recall questions, multiple choice and paragraphs with a focus on explanation, evaluation and analysis</p> <p>2. Alternative Beliefs Short recall questions, multiple choice and paragraphs with a focus on explanation, evaluation and analysis</p> <p>3. Islamic Beliefs</p>

	<p>students will be asked to differentiate between miracles and Religious Experiences.</p> <p>Students will then develop their knowledge of the world and those who people it by examining the less common religious groups. Students will examine alternative faiths and denominations to widen their cultural sensibilities. They begin by looking at the Amish, followed by Rastafarianism, Mormonism, and Jehovah's Witnesses. The unit ends with an exploration of the Hasidic Jewish community.</p> <p>Year 9 pupils will then embark on examining religions in depth, starting with Islam. They will study Islamic beliefs, learning the main tenets and important principles held within the religion. This year thoroughly prepares students for their GCSE years by aiming to consolidate the skills acquired and developed throughout KS3.</p>	<p><i>-Decree of Allah</i> <i>-Life after Death</i></p>		<p>Short recall questions, multiple choice and paragraphs with a focus on explanation, evaluation and analysis</p>
Year 10	<p>Students will deepen their knowledge of how religious beliefs and practices shape the lives of believers. Students will look at religious scriptures - with a specific focus on Christianity - and consider its authority; why some aspects of scripture may contrast with attitudes in modern society and how religious believers assimilate the two in a way that ensures they remain true to their faith whilst upholding contemporary British values. Students will also consider more broadly</p>	<p><i>1) Islam Practices</i> <i>-Ten Obligatory Acts</i> <i>-Shahadah</i> <i>-Salah</i> <i>-Zakah</i> <i>-Sawm</i> <i>-Hajj</i> <i>2) Christian Beliefs</i> <i>-Trinity</i></p>	<p>Sept-Nov</p> <p>Dec-Feb</p>	<ol style="list-style-type: none"> 1. Muslim Practices (a/b/c/d/e) A01+A02 2. Christian Beliefs (a/b/c/d/e) A01+A02 3. Christian Practices (a/b/c/d/e) A01+A02 4. Theme A (a/b/c) A01 5. Theme A (d/e) A02 6. Mock Exam

	<p>Christian and Islamic perspectives on moral issues such as contraception and marriage. the environment and the value of human life. Pupils will demonstrate a deeper understanding of Christian beliefs, teachings and practices and how these can differ depending on denomination. Pupils will identify places of religious significance around the world and the importance of those historically and as places of pilgrimage. Pupils will confidently articulate justified opinions on ethical issues, giving personal, religious and non-religious views. Pupils will be able to confidently articulate justified opinions on issues giving personal, religious and non-religious views.</p> <p>Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content. Students will study the beliefs, teachings and practices of Christianity specified below and their basis in Christian sources of wisdom and authority. They will refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification.</p>	<p><i>-Creation</i> <i>-Salvation and Atonement</i> <i>-Crucifixion, Resurrection and Ascension</i> <i>-Evil and Suffering</i> <i>-Afterlife</i></p> <p><i>3) Christian Practices</i> <i>-Forms of Worship</i> <i>-Prayer</i> <i>-Baptism</i> <i>-Eucharist</i> <i>-Pilgrimage</i> <i>-Celebration</i> <i>-Church in the community</i> <i>-importance of the worldwide Church</i></p> <p><i>4) Theme A- Relationships and Families</i> <i>-Sexual Relationships</i> <i>-Contraception</i> <i>-Marriage</i> <i>-Different Relationships</i> <i>-Divorce and Remarriage</i> <i>-Families</i> <i>-Contemporary issues</i> <i>-Gender Prejudice and Discrimination</i></p>	<p>March-April</p> <p>May-July</p>	<p>GCSE Style Questions: A= 1 mark B= 2mark C = 4 Mark D= 5 mark E= 12 mark</p>
--	---	--	------------------------------------	--

	<p>These additional texts will not be required for study, alternatives may be used, and questions will not be set on them. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant. Students will deepen their knowledge of how religious beliefs and practices shape the lives of believers. Students will look at religious scriptures - with a specific focus on Islam - and consider their authority; why some aspects of scripture may contrast with attitudes in modern society and how religious believers assimilate the two in a way that ensures they remain true to their faith whilst upholding contemporary British values. Students will also consider more broadly Christian and Islamic perspectives on moral issues such as the environment and the value of human life.</p>	<p><i>Weekly tasks are set in relation to the different units of study which consists of a workbook and varied homework writing tasks.</i></p>		
Year 11	<p>Students will also consider more broadly Christian and Islamic perspectives on moral issues such as the environment and the value of human life by looking at the themes, as well as examining secular attitudes.</p>	<p>3) <i>Theme B- Religion and Life</i> -Origins of the Universe -The value of the world -The natural world -Origins of human life -Sanctity and quality of life</p>	September - November	<p>1. Theme B (a/b/c/d/e) A01+A02 2. Theme E (a/b/c/d/e) A01+A02</p>

	<p>Students should be aware of different religious perspectives on the issues studied within and/or between religious and non-religious beliefs such as atheism and humanism. Students must also study religious, philosophical, and ethical arguments related to the issues raised, and their impact and influence on the modern world. Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or sacred texts. They may refer to any relevant religious text such as the Bible or the Qur'an and Hadith. Students will utilize the skills they have gained throughout the course to revisit old content and analyse topics with poise and sophistication. Students will be able to call a huge body of subject knowledge to memory, make clear links between units and transfer what they know to new material. Students will be equipped with the appropriate procedural and conditional knowledge they require to be successful in their GCSE examination early in the Summer Term.</p>	<p><i>-Abortion and Euthanasia</i> <i>-Death and the afterlife</i></p> <p><i>Theme E- Crime and Punishment</i> <i>-Causes of crime</i> <i>-Good and Evil</i> <i>-Aims of Punishment</i> <i>-Forgiveness</i> <i>-Capital Punishment</i></p> <p><i>Theme F- Religion, Human Rights and Social Justice</i> <i>-Prejudice and discrimination</i> <i>-Social justice</i> <i>-Religious freedom</i> <i>-Wealth and poverty</i> <i>-Exploitation and charity</i></p> <p><i>Revision and Exam Consolidation of Christian Beliefs and Practices, Muslim Beliefs and Practices and Themes</i></p> <p><i>Weekly tasks are set in relation to the different units of study which consists of a workbook and tasks on Seneca Revision and Exam Consolidation of Christian Beliefs and Practices, Muslim Beliefs and Practices and Themes</i></p>	<p>November - January</p> <p>January - March</p> <p>March - May</p>	<p>3. Mock Exam (a/b/c/d/e) A01+A02</p> <p>4. Theme F (a/b/c/d/e) A01+A02</p> <p>4. Christian Beliefs (a/b/c) A01</p> <p>5. Christian Practices (d/e) A02</p> <p>6. Mock Exam</p> <p>GCSE Style Questions: A= 1 mark B= 2mark C = 4 Mark D= 5 mark E= 12 mark</p>
--	--	--	---	--

Year 12	<p>At Key Stage 5, R.S. students will take the WJEC/Eduqas A-Level. This is a two-year course, assessed at the end of Year 13. In both Year 12 and 13, the course is split into three sections, taught concurrently. These sections are Islam, Ethics and Philosophy.</p> <p>In Year 12, students have three double lessons a week. In Islam, students start by studying Theme 1, which begins by giving context through looking at Pre-Islamic Arabia, before moving to look at the Makkan reaction to Muhammad and then the migration to Medinah. The unit concludes by looking at the importance of the Qur'an. In Theme 2, Year 12 scholars look at Religious Concepts, covering the nature of Allah, Muslim beliefs and looking in depth at Angels and the Day of Judgement. They finish the year by looking at Theme 4, where they will study religious practices that shape religious identity. Here they will look at the role of the Mosque, Ramadan and the festivals of Id-ul-Fitr.</p>	<p><i>Islam: Theme 1</i></p> <ul style="list-style-type: none"> -Pre-Islamic Arabia and Revelation -Makkan reaction -Hijra -Issues Arising -Qur'an: source of wisdom and authority -Qur'an: use and treatment <p><i>Ethics: Teleological</i></p> <ul style="list-style-type: none"> -Situation Ethics <p><i>Philosophy: Inductive Arguments for the Existence of God</i></p> <ul style="list-style-type: none"> -A priori and A posteriori -Cosmological Argument -Kalam's Cosmological Argument -Teleological Argument -Challenges to Inductive Arguments <p><i>Islam Theme 2</i></p> <ul style="list-style-type: none"> -Tawhid and Shahadah -Role of Prophets -Angels 	<p>Sept - Nov</p> <p>Dec - March</p>	<p>20 and 30-mark essay questions</p> <p>20 and 30-mark essay questions</p>

	<p>In Year 12 in Ethics, students grapple with moral conundrums. Next, they look at Situation Ethics, discovering the nature of teleology. Finally, pupils will examine Free Will and Determinism, analysing which they find more convincing.</p> <p>In Philosophy, Year 12 students begin by looking at Inductive Arguments for the Existence of God, learning the difference between a priori and a posteriori, before investigating Cosmological and Teleological Arguments for His existence. They then move to examine Deductive Arguments in Theme 2, where they will be asked to decide if they give credence to the Ontological Argument for the existence of God. Acting as a counterweight to these, our Year 12 Philosophers will be presented with challenges to religious belief where they will be asked to scrutinise The Problem of Evil. The year concludes with an investigation into the nature and veracity of religious experience.</p>	<ul style="list-style-type: none"> -<i>Day of Judgement</i> -<i>Salah</i> -<i>Giving</i> -<i>Hajj</i> -<i>Categories of Action</i> <i>Ethics: Freewill and Determinism</i> -<i>Predestination</i> -<i>Concepts of Determinism</i> <i>Philosophy: Deductive Arguments for the Existence of God</i> -<i>Ontological Argument</i> <i>Philosophy: Problem of Evil</i> <i>Islam Theme 4</i> -<i>Masjid</i> -<i>Ashura</i> -<i>Ashura Commemoration</i> -<i>Ramadan</i> -<i>Eid ul Fitr</i> <i>Philosophy: Religious Experience</i> 	April - July	20 and 30-mark essay questions
Year 13	<p>In the Islam section of the course, Year 13 students begin by looking at Sharia Law, deciding the degree to which it retains relevance and applicability in both Muslim and wider society. Students then go on to discuss and analyse the nature of Jihad and what it means in an updated context. Pupils go on to further examine how</p>	<ul style="list-style-type: none"> <i>Islam: Theme 1</i> -<i>Sources of Sharia</i> -<i>Role of Sharia</i> -<i>Jihad</i> <i>Ethics: Meta Ethics</i> -<i>Naturalism</i> 	Sept - Nov	20 and 30-mark essay questions

	critical skills gained over the past two years to consider the importance of religious language.			
--	--	--	--	--